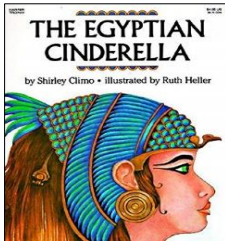
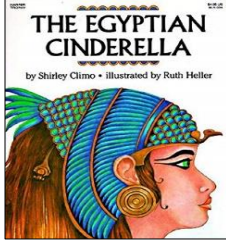
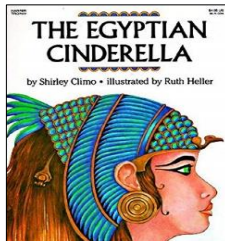
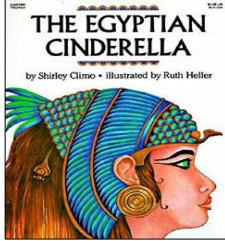
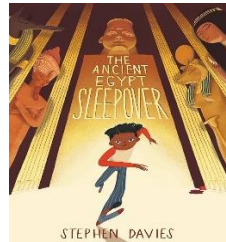
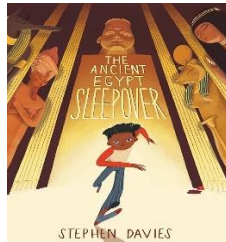




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Summer 2 2025
Phase Lower Key Stage 2 Year Group 3



	Week 1 Wk Beg 16.06	Week 2 Wk Beg 23.06	Week 3 Wk Beg 30.06	Week 4 Wk Beg 06.07	Week 5 Wk Beg 14.07	Week 6 Wk Beg 21.07
Big question	How can historical sources help us to unlock mysteries about Ancient Egypt?					
Connected Concepts	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence
Book Studies	The Egyptian Cinderella Shirley Climo 	The Egyptian Cinderella Shirley Climo 	The Egyptian Cinderella Shirley Climo 	The Egyptian Cinderella Shirley Climo 	The Ancient Egypt Sleepover Stephen Davies 	The Ancient Egypt Sleepover Stephen Davies 
Children steering learning....	How did the ancient Egyptians communicate? Where in Egypt did people settle? How did they build the pyramids and why were they built? How did the civilisation begin, end and evolve? What did people do with their time in ancient Egypt? Why did they believe in different gods and what were they like? What did people wear to stay cool in the heat? What was the purpose of mummification? When did ancient Egypt take place in history? How were the ancient Egyptians similar and different to the other civilisations we have explored? Who was in charge in ancient Egypt? Did they go to war?					
English Reading -Word reading -Comprehension Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Diary entries based on The Egyptian Cinderella. Use the present perfect form of verbs in contrast to the past tense. Understand paragraphs as a way to group related material. <u>Phase 1: Hook and understanding as a reader.</u> Read the Egyptian	Diary entries based on The Egyptian Cinderella. Begin to use inverted commas to punctuate direct speech. <u>Phase 2: Understanding as a writer.</u> Edit and write speech, using narrative detail and adverbials to add contextual description. <u>Phase 3: composition.</u>	Play Scripts based on The Egyptian Cinderella Beginning to show an understanding of writing in different genres, purposes and for audiences. Write simple sentence structures building in a varied and rich vocabulary and an increasing range of sentence structures	Play Scripts based on The Egyptian Cinderella Use the present perfect form of verbs in contrast to the past tense. Use a range of sentences with more than one clause by using a range of conjunctions including also, then, because, if, when, if, while, after, as.	Instructions based on The Ancient Egypt Sleepover Beginning to show an understanding of writing in different genres, purposes and for audiences. Write simple sentence structures building in a varied and rich vocabulary and an increasing range of sentence structures	Instructions based on The Ancient Egypt Sleepover Beginning to show an understanding of writing in different genres, purposes and for audiences. Write simple sentence structures building in a varied and rich vocabulary and an increasing range of sentence structures

	<p>Cinderella.</p> <p>Identify thoughts and feelings within a diary entry, noting additional features within given sentences.</p> <p>Identify features of a diary.</p> <p><u>Phase 2: Understanding as a writer.</u></p> <p>Identify and use tier 2 vocabulary. (Individual liberty)</p> <p>Identify correct and incorrect use of inverted commas.</p> <p>Use synonym echo to develop cohesion.</p>	<p>Fix me- revise passage to develop cohesion.</p> <p>Innovate our own diary entries based on the Egyptian Cinderella, articulating the thoughts and feelings of Rhodopis as a result of her step sisters' cruelty. (Individual liberty)</p> <p>Edit, revise and publish our diary.</p>	<p>including fronted adverbials</p> <p><u>Phase 1: Hook and understanding as a reader</u></p> <p>Use a story Whoosh to re-enact the story of the Egyptian Cinderella.</p> <p><u>Phase 2: Understanding as a writer</u></p> <p>Identify the features of a play script.</p> <p>Identify and use ambitious vocabulary in spoken sentences.</p> <p>Ordering a script so the conversation flows/turning a short section of the story into own script.</p>	<p><u>Phase 2: Understanding as a writer</u></p> <p>Fix me- add the missing features to a script.</p> <p>Write sentences extending speech and stage directions using a broad and rich range of conjunctions. (relative clauses GD)</p> <p><u>Phase 3: Composition</u></p> <p>Innovate our own play scripts based on The Egyptian Cinderella.</p> <p>Edit, improve and perform our play as part of a group.</p>	<p>including fronted adverbials</p> <p><u>Phase 1: Hook and understanding as a reader.</u></p> <p>Mantle of the expert- practically order the stages and verbally explain each step.</p> <p>Identify features of instructions.</p> <p><u>Phase 2: Understanding as a writer.</u></p> <p>Understand and use tier 2 vocabulary.</p> <p>Write passages using noun echo for cohesion.</p>	<p>including fronted adverbials</p> <p><u>Phase 3: Composition</u></p> <p>Plan a set of instructions.</p> <p>Write a set of instructions.</p> <p>Edit, revise and publish our instructions.</p>
Tier II Vocabulary	<p>Taunting, relentless, wearily, sneered, exuded obediently, envious, merciless.</p>		<p>Hesitantly, unwavering, exquisite, dainty, cherish, destiny, hateful, prosperity.</p>		<p>Preserve, cavity, sacred, sealed, precisely, extract</p>	
<p>Mathematics</p> <p>Number</p> <p>-Number and Place Value</p> <p>-Addition and Subtraction</p> <p>-Multiplication and Division</p> <p>-Fractions</p> <p>Measurement</p> <p>-Geometry Properties of shapes</p> <p>-Geometry Position and Direction</p>	<p>Addition and subtraction linked to measures.</p> <p>Add and subtract numbers with up to three digits, using mental methods and formal written methods of addition and subtraction.</p> <p>Convert between cm and m.</p> <p>Measure the perimeter of simple 2-D shapes.</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm);</p> <p>Revisit methods</p> <p>Use mental and written method to + sides of</p>	<p>Addition and subtraction.</p> <p>Add and subtract numbers with up to three digits, using mental methods and formal written methods of columnar addition and subtraction.</p> <p>Read and write numbers up to 1000 in numerals and in words</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>Estimate the answer to a calculation and use</p>	<p>Addition and subtraction.</p> <p>Add and subtract numbers with up to three digits, using mental methods and formal written methods of columnar addition and subtraction.</p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Estimate the answer to a calculation and use inverse operations to check answers.</p> <p>Solving money problems including 2 step ones.</p>	<p>Multiplication and division.</p> <p>Use mental and written expanded methods to solve a range of problems.</p> <p>Solve problems, including missing number problems, involving multiplication and division.</p> <p>Solve a range of multiplication and division problems. involving using a systematic approach.</p> <p>Work on new approach to word problems to solve Picture Maths activities.</p> <p>MRS 3 4 and 8 division facts.</p>	<p>Multiplication and division. Time</p> <p>Make decisions on calculating mentally or with a written method</p> <p>Solve real life problems including positive integer scaling problems.</p> <p>Use x2, 3, 4, 5, 8 tables to work out x20, 30, 40, 50, 80.</p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p>	<p>Time.</p> <p>Compare durations of events [for example to calculate the time taken by particular events or tasks].</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Interpret and present data using bar charts, pictograms and tables</p> <p>Use am and pm when recording times and show key vocabulary on a chart.</p>

	<p>shapes to find the perimeter.</p> <p>Solve other +- problems which involve length.</p>	<p>inverse operations to check answers.</p> <p>Solve problems based around capacity and cylinder work. Use mental and written methods to solve them.</p>	<p>Use of number line to find change.</p> <p><u>Assessment Indicator:</u> To be able to use mental and written methods appropriately to solve +- problems.</p>		<p>Estimate and read time with increasing accuracy to the nearest 5 minutes; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Work on range of problems including those that involve scaling numbers up and down.</p> <p>Reading analogue and 12 hour digital times to quarter of an hour.</p> <p><u>Assessment Indicator:</u> To be able to use mental and written methods appropriately to solve x and ÷ problems.</p>	<p>Reading analogue and 12 hour digital times to nearest 5 minutes.</p> <p>Use a time line to find the duration of events.</p> <p>Use a bar chart to represent the number of days in a month and solve problems relating to this.</p> <p><u>Assessment Indicator:</u> To be able to read both analogue and digital 12 hour times.</p> <p>To be able tell the time to the nearest 5 minutes.</p>
Retrieval through Maths Rehearsal sequence	<p>MRS – 3 4 and 8 times tables.</p> <p>Retrieval; calculation methods.</p> <p>Fraction of amounts.</p>	<p>MRS 3 4 and 8 times tables.</p> <p>Retrieval; calculation methods.</p> <p>Fraction of amounts</p>	<p>MRS 3 4 and 8 times tables.</p> <p>Conversion between units.</p>		<p>MRS 3 4 and 8 division facts.</p>	<p>MRS 3 4 and 8 division facts.</p>
<p>Science</p> <p>-Working Scientifically to observe, connect, respond</p> <p>-Biology</p> <p>-Chemistry</p> <p>-Physics</p>	<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Use results to draw simple conclusions, make predictions.</p> <p>Pattern Seeking Light box investigation to prove that in order to see you need a light source.</p>	<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Ask and answer relevant questions. Investigate which materials are the most</p>	<p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Pattern Seeking: Find patterns in the way that the size of shadows change.</p> <p>Demonstrate through observational drawings how shadows are formed by blocking light and how different levels of light</p>	<p>Sticky Knowledge Find patterns in the way that the size of shadows change through creating shadow puppets</p>	<p>Recognise that light from the sun can be dangerous and that there are ways to protect our eyes</p> <p>Discuss dangers of sunlight and identify ways to protect themselves.</p> <p><u>Assessment Indicator:</u> State that it is dangerous to view the sun directly and give precautions used to view the sun, for example in eclipses.</p>	<p>Notice that light is reflected from surfaces Understand what makes a surface reflective and understand how reflective surfaces are used in everyday life. Conduct a reflection hunt.</p>

	<p><u>Assessment Indicator:</u> <i>Clearly explain, giving examples, that objects are not visible in complete darkness.</i></p>	<p>translucent, transparent or opaque.</p> <p>Explore the difference in the shadow when using a transparent, translucent and opaque object.</p>	<p>will change the visibility of an object and its shadow.</p> <p><u>Assessment Indicator:</u> <i>Describe how shadows are formed.</i></p>			
<p>Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world</p> <p>Relationships and Sex Education (RSE) and Health Education</p>	<p>PSHEE JIGSAW SOW: Changing me.</p> <p>Express views and listen to the views of others.</p> <p>Recognise what constitutes a positive, healthy relationship.</p> <p>Know strategies for keeping physical and emotionally safe</p> <p>Understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby</p> <p><u>Assessment Indicator:</u> <i>Understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby.</i></p>	<p>PSHEE JIGSAW SOW: Changing me.</p> <p>Express views and listen to the views of others.</p> <p>Recognise what constitutes a positive, healthy relationship.</p> <p>Understand how babies grow and develop in the mother's uterus.</p> <p>Understand what a baby needs to live and grow.</p>	<p>PSHEE JIGSAW SOW: Changing me.</p> <p>Express views and listen to the views of others.</p> <p>Recognise what constitutes a positive, healthy relationship.</p> <p>Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</p> <p>Identify how boys' and girls' bodies change on the outside during this growing up process.</p>	<p>PSHEE JIGSAW SOW: Changing me.</p> <p>Express views and listen to the views of others.</p> <p>Recognise what constitutes a positive, healthy relationship.</p> <p>Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</p> <p><u>Assessment Indicator:</u> <i>Recognise how I feel about these changes happening to me and know how to cope with these feelings.</i></p>	<p>PSHEE JIGSAW SOW: Changing me.</p> <p>Express views and listen to the views of others.</p> <p>Recognise what constitutes a positive, healthy relationship.</p> <p>Know the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</p> <p>Start to recognise stereotypical ideas I might have about parenting and family roles. (Individual liberty)</p>	<p>PSHEE JIGSAW SOW: Changing me.</p> <p>Express views and listen to the views of others.</p> <p>Recognise what constitutes a positive, healthy relationship.</p> <p>Reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals.</p> <p>Identify what I am looking forward to when I move to my next class.</p> <p><u>Assessment Indicator:</u> <i>Understand some changes I will encounter in my life and identify the positives.</i></p>

Physical Education -Gymnastics -Dance -Games -Athletics -Swimming	Get Set 4 PE SOW Outdoor Adventurous Activities OAA Follow and give instructions and accept other peoples' ideas. To develop co-operation and teamwork skills. (Democracy) <u>Assessment Indicator:</u> Listen to and am accepting of others' ideas. Outdoor PE Athletics. Develop the sprinting technique and apply it to relay events. To develop the sprinting technique and improve on your personal best.	Get Set 4 PE SOW Outdoor Adventurous Activities OAA Know that trying ideas before deciding on a solution will help us to come up with the best idea. To develop trust and teamwork. (Democracy) <u>Assessment Indicator:</u> Plan and attempt to apply strategies to solve problems. Outdoor PE Athletics. Develop the sprinting technique and apply it to relay events. To develop changeover technique in relay events.	Get Set 4 PE SOW Outdoor Adventurous Activities OAA Know to take turns when giving ideas and not to interrupt each other. To involve all team members to work towards a shared goal. (Democracy) Outdoor PE Athletics. Develop technique when jumping for distance in a range of approaches and take off positions. To develop jumping technique in a range of approaches and take off positions. <u>Assessment Indicator:</u> Use different take	Get Set 4 PE SOW Outdoor Adventurous Activities OAA Know to take turns when giving ideas and not to interrupt each other. To develop trust whilst listening to others and following instructions. (Rule of law) <u>Assessment indicator:</u> Work collaboratively with a partner and a small group. Outdoor PE Athletics. Understand that leaning slightly forwards helps to increase speed. To develop throwing for distance and accuracy.	Get Set 4 PE SOW Outdoor Adventurous Activities OAA Work with others to select appropriate equipment for the task. To be able to identify objects, draw and follow a simple map. <u>Assessment indicator:</u> Plan and attempt to apply strategies to solve problems. Outdoor PE Athletics. Explore the technique for a pull throw. To develop throwing for distance in a pull throw.	Get Set 4 PE SOW Outdoor Adventurous Activities OAA Discuss how to follow trails and solve problems. To draw a route using directions, orientate a map and navigate around a grid. Outdoor PE Athletics. Understand that leaning slightly forwards helps to increase speed. To develop officiating and performing skills. Review and refining sprinting, jumping and landing skills. <u>Assessment Indicator:</u> Identify when I was successful.
Computing	Programming B Events and actions in programs. Review and improve an animation. Explain ways to make an animation better. Evaluate another learner's animation. Improve animations based on feedback. Complete and evaluate animations and try to improve them by creating a brand-new animation based on their feedback.	Programming B Events and actions in programs. Evaluate the impact of adding other media to an animation. Add other media to my animation. Explain why other media has been added to an animation. Evaluate a final film. Add other media and effects into animations, such as music and text. <u>Assessment Indicator:</u>	Programming B Events and actions in programs. Explain how a sprite moves in an existing project. Explain the relationship between an event and an action. Choose which keys to use for actions and explain choices. Identify a way to improve a program. Investigate how characters can be moved using 'events'.	Programming B Events and actions in programs. Create a program to move a sprite in four directions. Choose a character for a project. Choose a suitable size for a character in a maze. Program movement. Program a sprite to move in four directions: up, down, left, and right. Choose a sprite and size it to fit in with a given background. Create the	Programming B Events and actions in programs. Adapt a program to a new context. Use a programming extension. Consider the real world when making design choices. Choose blocks to set up my program. Investigate extension blocks in Scratch using the Pen extension. Use the pen down block to draw lines, building on the movement they created	Programming B Events and actions in programs. Develop a program by adding features. Identify additional features (from a given set of blocks). Choose suitable keys to turn on additional features. Build more sequences of commands to make my design work. Use additional Pen blocks. Predict the functions of new blocks and experiment with them,

		<i>To be able to add music and text to a stop frame animation.</i>	Analyse and improve an existing project, and then apply learning. Extend learning to control multiple sprites in the same project.	code to move the sprite in one direction before duplicating and modifying it to move in all four directions. Consider how a project could be extended to prove a sprite has successfully navigated a maze.	for their sprite in Lesson 2. Learners will then decide how to set up their project every time it is run.	before designing features to add to projects. Add features to their projects and test their effectiveness. <u>Assessment Indicator</u> <i>To be able design algorithms to move sprites around a chosen background, debug code and assess effectiveness of their design.</i>
Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	Minor: Map skills and fieldwork. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Identify the physical geography of Egypt locating it on a map and identifying reasons that may have made it appealing to ancient civilisations.			Minor: Map skills and fieldwork. Begin to understand simple grid references. Complete a treasure hunt using grid references to find clues. <u>Assessment Indicator:</u> <i>Understand how to read simple grid references.</i>		
History -Chronology -Concepts -Interpretation -Enquiry -Communication	Enquiry Question- What do we already know about ancient Egypt? Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through -achievements -beliefs -society (and housing, food, entertainment). Explore primary and secondary sources - what can we infer about what	Enquiry Question- What were the ancient Egyptians most impressive achievements? Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through -achievements -beliefs -society (and housing, food, entertainment). Explore the main achievements of the	Enquiry Question- How long did ancient Egypt last for? Place early civilisations into context - with an in depth unit about Ancient Egyptians Develop an understanding of concurrence of civilisations around the world and their impact on later civilisations. Understand the chronology of ancient Egypt by identifying the 3 distinct parts and	Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge. Correct or not statements based on life in ancient Egypt. Ranking task based on ancient Egyptian society. Identifying which achievement belonged to ancient Egyptians. Partially worked model to show cause and effect of	Enquiry Question- How was ancient Egyptian society structured? Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through -achievements -beliefs -society (and housing, food, entertainment). Demonstrate our understanding of the roles	Enquiry Question- What did ancient Egypt have in common with other civilisations at the time? Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through -achievements -beliefs -society (and housing, food, entertainment). Make comparisons between all learnt

	<p>life was like in Ancient Egypt?</p> <p>What questions can we ask?</p> <p>Explicit teach tier 3 vocabulary from glossary using eliminate me.</p>	<p>Ancient Egyptians - pyramids and science</p>	<p>compare it to other ancient civilisations.</p> <p>Enquiry Question- What did the ancient Egyptians believe about life after death?</p> <p>Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through -achievements -beliefs -society (and housing, food, entertainment). Know what the ancient Egyptians believed about the afterlife.</p>	<p>ancient Egyptian achievements.</p> <p><u>Assessment Indicator:</u> <i>Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through achievements beliefs society (including homes, food, entertainment</i></p>	<p>of the different people in society in Ancient Egypt.</p>	<p>civilisations, using sources of evidence to support points.</p> <p><u>Assessment Indicator:</u> <i>Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through achievements beliefs society (including homes, food, entertainment)</i></p>
<p>Religious Education, Beliefs and Values -Believing -Expressing -Living</p>	<p>LIVING</p> <p>What does it mean to be a Christian in Britain today?</p> <p>Explore some ways Christians show their faith in their homes and at church. Explore different religious artefacts and discuss how Christians use them in their home and in their community.</p>	<p>LIVING</p> <p>What does it mean to be a Christian in Britain today?</p> <p>Explore ideas about their own understanding of God. Compare assumptions that people might make to life for a Christian compared to the reality.</p>	<p>LIVING</p> <p>What does it mean to be a Christian in Britain today?</p> <p>Consider why having a faith or belief can sometimes be hard. Use P4C to discuss the responsibility a Christian has to support their local community.</p>	<p>LIVING</p> <p>What does it mean to be a Christian in Britain today?</p> <p>Sticky Knowledge</p> <p><u>Assessment Indicator:</u> <i>Name at least 3 artefacts that Christians may have in their homes to symbolise their faith in their homes - Bible/Cross/ Crucifix, Pictures of Jesus, Music, Verses from the Bible</i></p>	<p>LIVING</p> <p>What does it mean to be a Christian in Britain today?</p> <p>Identify how and why it makes a difference in people's lives to believe in God. Classroom quiz/hunt to identify people who are central to the Christian community and how they have made a difference to the worldwide community.</p>	<p>LIVING</p> <p>What does it mean to be a Christian in Britain today?</p> <p>Identify how and why it makes a difference in people's lives to believe in God. Answer key questions through discussion and written responses to articulate their understanding of what it means to be a Christian in Britain today.</p> <p><u>Assessment Indicator:</u> <i>Describe at least 3 ways Christians express their faith in their homes- grace, family prayers, private prayer, Bible reading, giving to charity.</i></p>

Modern Foreign Languages-French -Listening -Speaking -Reading -Writing -Intercultural Understanding	Catherine Cheater SOW To create simple sentences based on clothes. Practise vocabulary for singular and plural clothes then create sentences using Voici une robe, un pantalon et un pull. Je veux s'il te plaît.. Voilà Recap on numbers to 15.	Catherine Cheater SOW Know that days and months do not need a capital letter unless at start of sentence / on calendar. Say and repeat single words and short simple phrases. Days of week Introduce days of the week. Recording days of the week.	Catherine Cheater SOW Know days of week Use today tomorrow yesterday. Recap on days of week then extend to using Yesterday, today, tomorrow. Put three cards in order and record in book Yesterday it was Today it is Tomorrow it will be <u>Assessment Indicator:</u> <i>Know the days of the week in sequence</i>	Catherine Cheater SOW Recognise and read out a few familiar words and phrases. Introduce numbers to 20. Continue to reinforce new vocabulary for numbers to 20 using games and activities. Use story books to identify how speech is shown in French. Verbal Include sentences Je veux Voici Choose from classroom objects or items of clothing.	Catherine Cheater SOW Recognise and write out a few familiar words and phrases. Include sentences Je veux Voici Choose from classroom objects or items of clothing. <u>Assessment Indicator:</u> <i>To recall phrases and vocabulary from across the year to create simple sentences.</i>	Catherine Cheater SOW To know all the numbers to 30. Reading, writing and Counting to 30. <u>Assessment Indicator:</u> <i>Know all the numbers up to 30.</i>
Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise Design and Technology -Design -Make -Evaluate -Food Technology	Food. Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Discuss key practitioner- Jamie Oliver. Evaluate other products.	Food. Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Create a design criteria	Food. Use annotated sketches and appropriate information and communication technology, such as webbased recipes, to develop and communicate ideas. Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Design own pin wheel <u>Assessment Indicator:</u> <i>Use annotated sketches and appropriate information and communication technology, such as web-based</i>	Food. Understand hygiene when cooking and how to prepare a safe area and yourself for cooking. Food hygiene and safety learning. Learning how to grate and spread and use the bridge and claw technique for cutting. <u>Assessment Indicator:</u> <i>Know how to use appropriate equipment and utensils to prepare and combine food.</i>	Food. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Make their pin wheel. <u>Assessment Indicator:</u> <i>Know how to use appropriate equipment and utensils to prepare and combine food.</i>	Food. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Evaluate their pin wheel. <u>Assessment Indicator:</u> <i>Carry out sensory evaluations and record these using tables/graphs. Refer back to the design criteria and take into consideration the views of others to evaluate food product.</i>

			<i>recipes, to develop and communicate ideas</i>			
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Wider Opportunities- Ukulele Sing as part of a choir and in unison. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Sing with attention to clear diction. Singing focus song for the term - each week. Play the right notes with more secure rhythms. Play together with everybody while keeping the beat. Following a steady beat and stay 'in time'. Becoming more skilled in improvising; perhaps trying more notes and rhythms. Developing their knowledge of the ukulele strings and notes. Following the notation on the board and being able to improvise whilst keeping within the timing of the Bars .	Wider Opportunities- Ukulele Sing as part of a choir and in unison. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Sing with attention to clear diction. Singing focus song for the term - each week. Use proper musical notation for notes they have learnt Play as part of an ensemble. Play the right notes with more secure rhythms. Sing a tune with expression following the directions of a conductor. Work on dynamic contrasts. Use listening skills to correctly order phrases using dot notation. Develop own sequences of notes to create phrases to match a bar count	Wider Opportunities- Ukulele Sing as part of a choir and in unison. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Sing with attention to clear diction and with an awareness of dynamics Singing focus song for the term - each week. Use proper musical notation for notes they have learnt Play as part of an ensemble. Know and understand how to play a tuned instrument. Begin to improvise and invest 'on the spot' responses. Develop improvisation based on a set bar count. Class to play it so class composition is made.	Wider Opportunities- Ukulele Sing as part of a choir and in unison. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Sing with attention to clear diction. Singing focus song for the term - each week. Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Assign and use correct musical notation to note animal names. (Cat, monkey, rest, cow, armadillo) Develop knowledge and use of the stave, lines and spaces. Work on improvisation to build up class composition.	Wider Opportunities- Ukulele Sing as part of a choir and in unison. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Sing with attention to clear diction. Singing focus song for the term - each week. Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Assign and use correct musical notation to note animal names. (Cat, monkey, rest, cow, armadillo) Play as part of an ensemble. Play and perform following staff notation,	Wider Opportunities- Ukulele Sing as part of a choir and in unison. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Sing with attention to clear diction. Singing focus song for the term - each week. Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble. <u>Assessment Indicator:</u> Play as part of an ensemble. Play and perform following staff notation,
Outdoor Learning	Major: (Geography) Sound scrapes for national festival of fieldwork.	Major: (Science) Explore the difference in the shadow when using a transparent, translucent and opaque object.	Major: (Literacy) Story whoosh in the outdoor environment. Minor: (Science) Demonstrate through observational drawings how shadows are formed by blocking light	Major: (Geography) Grid reference treasure map	Minor: (Maths) Time loop card challenge	Major: (Science) Conduct a reflection hunt. Are natural things reflective?

Enhancements Visits and Visitors	Come and Play the Halle 18.06.25					
Parental Engagement				Transition Visit 11.07.25		Transition Visit 21.07.25
Whole School and National Events			Summer Fair 04.07.25		Come to meet your child's registration teacher for September and hear about next year's curriculum. 15.07.25	

Progression of knowledge and skills are shown horizontally across the half term. The different areas and aspects of learning are shown vertically. Learning opportunities are planned alongside the children through a cross curricular thematic approach and also through discrete teaching.